DOCUMENT RESUME

ED 396 398 EA 027 622

TITLE	Standards and Regulations for Public Schools in Virginia.
INSTITUTION	Virginia State Dept. of Education, Richmond.
PUB DATE	Jun 95
NOTE	35p.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Standards; *Accreditation (Institutions); *Educational Objectives; Educational Policy; Elementary Secondary Education; Higher Education; Institutional Evaluation; *Public Schools; *State Legislation; *State Standards
IDENTIFIERS	*Virginia

ABSTRACT

This document contains excerpts from the Code of Virginia, "Standards of Quality for Public Schools in Virginia." It outlines state requirements in the following areas: basic skills, selected programs, and instructional personnel; support services; accreditation and evaluation; literacy passports and criteria for diplomas and certification; professional development; planning and public involvement; and the state educational policy manual. Regulations establishing standards for accrediting public schools in Virginia are also presented, which explain the procedures for accreditation and highlight standards for school and community relations; philosophy, goals, and objectives; instructional program; instructional leadership; instructional delivery; student achievement; staffing; and buildings and grounds. (LMI)

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Standards and Regulations

for Public Schools in Virginia

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STANDARDS OF QUALITY
FOR PUBLIC SCHOOLS IN VIRGINIA

STANDARDS OF QUALITY FOR PUBLIC SCHOOLS IN VIRGINIA

(Excerpted from the Code of Virginia)

§ 22.1-253.13:1. Standard 1. Basic skills, selected programs, and instructional personnel.

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of this Commonwealth must be to enable each student to develop the skills that are necessary for success in school and preparation for life, and find that the quality of education is dependent upon the provision of the appropriate working environment, benefits, and salaries necessary to ensure the availability of high quality instructional personnel and adequate commitment of other resources.

B. The Board of Education shall establish educational objectives to implement the development of the skills that are necessary for success in school and for preparation for life in the years beyond. The current educational objectives, known as the Standards of Learning, shall not be construed to be regulations as defined in § 9-6.14:4; however, the Board of Education may, from time to time, revise these educational objectives. In order to provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing new educational objectives. Thirty days prior to conducting such hearings, the Board shall give written notice by mail of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise these educational objectives in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of these educational objectives.

The Board shall seek to ensure that any revised educational objectives are consistent with the world's highest educational standards. However, no revisions shall be implemented prior to July 1, 1994. These objectives shall include, but not be limited to, basic skills of communication, computation and critical reasoning including problem solving and decision making, and the development of personal qualities such as self-esteem, sociability, self-management, integrity, and honesty. School boards shall implement these objectives or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives utilized by the school division at appropriate age or grade levels. With such funds as are available for this purpose, the Board of Education may prescribe assessment methods to determine the level of achievement of these objectives by all students.

C. Local school boards shall develop and implement a program of instruction for grades K through 12 which emphasizes reading, writing, speaking, mathematical concepts and computations, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of history, economics, government, foreign languages, international cultures, health, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts and practical arts; knowledge and skills needed to qualify for further education and employment or, in the case of some handicapped children, to qualify for appropriate training; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning.

Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those whose scores are in the bottom national quartile on Virginia State Assessment Program Tests, or who do not pass the literacy test prescribed by the Board of Education. Division superintendents may require

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such students to take special programs of prevention, intervention, or remediation which may include attendance in public summer school sessions. Students required to attend such summer school sessions shall not be charged tuition. Based on the number of students attending and the Commonwealth's share of the per pupil costs, additional state funds shall be provided for summer remediation programs as set forth in the appropriation act.

D. Local school boards shall also implement the following:

1. Programs in grades K through 3 which emphasize developmentally appropriate learning to enhance success.

2. Programs based on prevention, intervention, or retrieval designed to increase the number of students who earn a high school diploma or general education development (GED) certificate. As provided in the appropriation act, state funding, in addition to basic aid, shall be allocated to support programs grounded in sound educational policy to reduce the number of students who drop out of school.

3. Career education programs infused into the K through 12 curricula that promote knowledge of careers and all types of employment opportunities including but not limited to, apprenticeships, the military, and career education schools, and emphasize the advantages of completing school with marketable skills. School boards may include career exploration opportunities in the middle school grades.

4. Competency-based vocational education programs, which integrate academic outcomes, career guidance and job-seeking skills for all secondary students including those identified as handicapped that reflect employment opportunities, labor market needs, applied basic skills, job-seeking skills, and career guidance. Career guidance shall include employment counseling designed to furnish information on available employment opportunities to all students, including those identified as handicapped, and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subsection.

5. Academic and vocational preparation for students who plan to continue their education beyond secondary school or who plan to enter employment.

6. Early identification of handicapped students and enrollment of such students in appropriate instructional programs consistent with state and federal law.

7. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.

8. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.

9. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.

10. A plan to make achievements for students who are educationally at risk a divisionwide priority which shall include procedures for measuring the progress of such students.

E. Each local school board shall employ with state and local basic, special education, gifted, and vocational education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten shall adjust their average daily membership for kindergarten to reflect eighty-five percent

of the total kindergarten average daily memberships.

F. In addition to the positions supported by basic aid and in support of regular school year remedial programs, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 estimated to score in the bottom national quartile on Virginia State Assessment Program Tests and those who fail the literacy tests prescribed by the Board. State funding for remedial programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards. The Board of Education shall establish criteria for identification of educationally at-risk students, which shall not be construed to be regulations as defined in § 9-6.14:4; however, the Board of Education may, from time to time, revise these identification criteria. In order to provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing or revising such identification criteria. Thirty days prior to conducting such hearings, the Board shall give written notice by mail of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to establish or revise such identification criteria in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any such identification criteria or revisions thereto.

G. Licensed instructional personnel shall be assigned by each school board in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i) twenty-five to one in kindergarten with no class being larger than thirty students; if the average daily membership in any kindergarten class exceeds twenty-five pupils, a full-time teacher's aide shall be assigned to the class; (ii) twenty-four to one in grade one with no class being larger than thirty students; (iii) twenty-five to one in grades two and three with no class being larger than thirty students; (iv) twenty-five to one in grades four through six with no class being larger than thirty-five students; and (v) twenty-four to one in English classes in grades six through twelve.

Further, pursuant to the appropriation act, school boards may implement in kindergarten through third grade, within certain schools, lower ratios of students in average daily membership to full-time equivalent teaching positions by assigning instructional personnel in a manner that produces ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, as follows: (i) in schools having high concentrations of at-risk students, eighteen to one; and (ii) in schools having moderate concentrations of at-risk students, twenty to one. For the purposes of this subsection, "schools having high concentrations of at-risk students" and "schools having moderate concentrations of at-risk students" shall be defined in the appropriation act.

In addition, instructional personnel shall be assigned by each school board in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of twenty-five to one in middle schools and high schools.

§ 22.1-253.13:2. Standard 2. Support services.

A. The General Assembly and the Board of Education believe that effective schools must provide and maintain efficient and cost-effective support services to ensure quality education. The General Assembly and the Board of Education further believe that in order to ensure the goal of quality

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education, local school divisions must have efficient administrative, supervisory, and support services.
B. The Department of Education shall provide to the local school divisions technical assistance in the delivery of those support services which are necessary for the operation and maintenance of the public schools. Such technical assistance services shall include, but not be limited to, in-service training of staff, development of appropriate facility plans, specifications for equipment, technology updates, and inspections of school buses.
C. Each local school board shall provide those support services which are necessary for the efficient and cost-effective operation and maintenance of its public schools including, but not limited to, administration, instructional support, pupil personnel services, student attendance and health, operation and maintenance of the buildings and management information systems.
D. Each local school board shall also provide a program of pupil personnel services for grades K through 12 which shall be designed to aid students in their educational, social and career development.
E. Pursuant to the appropriations act, support services shall be funded from basic school aid on the basis of prevailing statewide costs.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.
A. The General Assembly recognizes the need for the Board of Education to prescribe requirements to ensure that student progress is measured and that school boards and school personnel are accountable.
B. The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 9-6.14:1 et seq.) which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs, administrative and instructional staffing levels and positions, pupil personnel services, special education program standards, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia. In revising the standards for accreditation, the Board shall seek to set pupil-teacher ratios for educable mentally retarded (EMR) pupils that do not exceed the pupil-teacher ratios for self-contained classes for pupils with specific learning disabilities. The Board shall review annually the accreditation status of all schools in the Commonwealth.
C. The Board shall also establish requirements for certification of teachers, principals, supervisors and other professional staff and determine eligibility for appointment as a local division superintendent.
D. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. One year following the approval by the Board of such criteria, the Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved criteria. The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools.
E. In order to assess the educational progress of students, the Board of Education shall also (i)

develop appropriate assessments which may include criterion-referenced tests and alternative assessment instruments which may be used by classroom teachers; (ii) prescribe and provide measures, which may include nationally normed tests, to be designated as the Virginia State Assessment Program, which shall be used to identify students who score in the bottom quartile at selected grade levels; and (iii) prescribe and provide literacy tests in reading, writing and mathematics which shall be administered to students in grade six and to students who have not successfully passed them in grades seven and eight.

F. Each local school board shall maintain schools which meet the standards of accreditation as prescribed by the Board of Education. The accreditation status of all schools in each local school division shall be reviewed annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the criteria for determining effectiveness as approved by the Board.

G. Each local school board shall also provide teachers and principals with (i) periodic in-service training in preparing tests and other assessment measures and (ii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests which match locally developed objectives.

H. In order to assess the educational progress of students as individuals and as groups, each local school board shall require the administration of appropriate assessments, which may include criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the Virginia State Assessment Program, the Virginia Literacy Testing Program, and the National Assessment of Educational Progress state-by-state assessment. Each school board shall analyze and report annually, in compliance with any criteria which may be established by the Board of Education, the results from the Virginia State Assessment Program and the Virginia State Literacy Testing Program to the public.

§ 22.1-253.13:4. Standard 4. Literacy Passports, diplomas and certificates.

A. The General Assembly and the Board of Education recognize the need to reduce the illiteracy rate in the Commonwealth and the need to prescribe requirements for completion of high school programs. To this end, the General Assembly and the Board hereby establish the requirement for a Literacy Passport for all students prior to grade nine and criteria for diplomas and certificates.

B. Each local school board shall award Literacy Passports to all students, including students with disabilities, who achieve passing scores on the literacy tests established by the Board of Education. Reasonable accommodation to take the literacy tests shall be provided as needed for students with disabilities. In order to be classified as a ninth grader or above, students shall be required to obtain a Literacy Passport, except for those (i) students who are identified as disabled pursuant to Board regulations governing special education programs for students with disabilities in Virginia and (ii) students for whom English is not the first or native language who have been identified as having limited English proficiency and who have been enrolled in a public school in the Commonwealth for less than three years. To remain classified as a ninth grader or above, such students identified as having limited English proficiency must achieve passing scores on the first literacy tests administered after three years of enrollment in a public school in the Commonwealth.

C. Each local school board shall award diplomas to all secondary school students who earn the units of credit prescribed by the Board of Education, pass the prescribed literacy tests and meet such other requirements as may be prescribed by the local school board and approved by the Board of

Education. Provisions shall be made for students who transfer between secondary schools as outlined in the standards for accreditation. Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

D. Students identified as disabled who complete the requirements of their individualized education programs shall be awarded special diplomas by local school boards.

E. Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates by local school boards if they do not qualify for diplomas.

§ 22.1-253.13:5. Standard 5. Training and professional development.

A. The General Assembly and the Board of Education find that effective educational leadership and personnel and appropriate programs of professional development and training are essential for the advancement of public education in the Commonwealth.

B. Each member of the Board of Education shall participate in in-service programs on personnel, curriculum and current issues in education as part of his service on the Board.

C. The Board of Education shall sponsor, conduct or provide advice on (i) training and professional development of teachers, principals, supervisors, division superintendents and other school staff and (ii) in-service programs for school board members on personnel, curriculum and current issues in education.

D. Each local school board shall require (i) its members to participate annually in in-service programs on personnel, curriculum and current issues in education as part of their service on the local board and (ii) require the division superintendent to participate annually in professional development activities at the local, state or national levels.

E. Each local school board shall provide (i) a program of professional development, as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students and handicapped students and to increase student achievement and (ii) a program of professional development for administrative personnel designed to increase proficiency in instructional leadership and management.

§ 22.1-253.13:6. Standard 6. Planning and public involvement.

A. The General Assembly and the Board of Education believe that careful planning is essential for providing educational programs of high quality and that public involvement is a fundamental component of meaningful planning for public schools.

B. The Board of Education shall revise, extend and adopt biennially a statewide six-year improvement plan which shall be developed with statewide participation and shall be available for public inspection and copying. This plan shall include the objectives of public education in Virginia, an assessment of the extent to which these objectives are being achieved, a forecast of enrollment changes and an assessment of the needs of public education in the Commonwealth. In the annual report required by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide six-year improvement plan have been met.

C. Each local school board shall revise, extend and adopt biennially a divisionwide six-year improvement plan which shall be developed with staff and community involvement. Prior to the adoption of any divisionwide six-year improvement plan, each local school board shall make the plan available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan. Each public school shall prepare a biennial plan which shall

be given consideration by its school board in the development of the divisionwide six-year improvement plan. The divisionwide six-year improvement plan shall include the objectives of the school division, an assessment of the extent to which these objectives are being achieved, a forecast of enrollment changes, a plan for managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations, an evaluation of the appropriateness of providing certain regional services in cooperation with neighboring school divisions, a plan for implementing such regional services when appropriate, a technology component consistent with the six-year technology plan for Virginia adopted by the Board of Education, and an assessment of the needs of the school division and evidence of community participation in the development of the plan. A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide six-year improvement plan have been met during the previous two school years.

§ 22.1-253.13:7. Standard 7. Policy manual.

A. The General Assembly and the Board of Education recognize the need to apprise the local school boards of the laws and regulations governing operation of local school divisions.

B. The Board of Education shall, in a timely manner, make available to local school boards copies of current Virginia school laws, Board regulations and revisions, and copies of relevant Opinions of the Attorney General of Virginia.

C. Each local school board shall maintain and follow an up-to-date policy manual. All policy manuals shall be reviewed at least every five years and revised as needed. The policy manual shall include, but not be limited to:

1. Valid copies of Article 3 (§ 22.1-306 et seq.) of Chapter 15 of this title, concerning grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education; and

2. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated.

D. Each local school board shall ensure that the policy manual includes the following policies, which shall be developed giving consideration to the views of teachers, parents, and other concerned citizens:

1. A system of two-way communication between employees and the local school board and its administrative staff whereby matters of concern can be discussed in an orderly and constructive manner;

2. A policy for the selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials;

3. The standards of student conduct and attendance and enforcement procedures designed to provide that public education be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights;

4. A policy for school-community communications and community involvement; and

5. Guidelines to encourage parents to provide instructional assistance to their children in the home, which may include voluntary training for the parents of children in grades K through 3.

An up-to-date copy of the school division policy manual shall be kept in the library of each school and in any public library in that division and shall be available to employees and to the public. An annual announcement shall be made in each division advising the public that the policy manual is

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available in such places.

§ 22.1-253.13:8. These standards to be the only standards of quality; provision of services; Board of Education to seek compliance.

The standards of quality prescribed above shall be the only standards of quality required by Article VIII, Section 2 of the Constitution of Virginia.

Each local school board shall provide, as a minimum, the programs and services, as provided in the standards of quality prescribed above, with state and local funds as apportioned by the General Assembly in the appropriations act and to the extent funding is provided by the General Assembly.

The Board of Education shall have authority to seek school division compliance with the foregoing standards of quality. When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with any such standard, the Board shall notify the Attorney General. It shall be the duty of the Attorney General to file, in the name of the Board of Education in the circuit court having jurisdiction in the school division, a petition for a writ of mandamus directing and requiring compliance with such standards by the appropriate party or parties defendant.

REGULATIONS ESTABLISHING STANDARDS FOR ACCREDITING PUBLIC SCHOOLS IN VIRGINIA

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VR 270-01-0012

REGULATIONS ESTABLISHING STANDARDS FOR ACCREDITING PUBLIC SCHOOLS IN VIRGINIA

PREAMBLE

The standards for accreditation of public schools in Virginia are designed to provide a foundation for quality education. Accreditation standards provide guidance and direction to assist schools in their continuing efforts to offer educational programs to meet the needs, interests, and aspirations of all students. The accreditation standards are designed to:

1. Provide educational programs of high quality for all students.
2. Encourage continuous appraisal and improvement of the school program.
3. Foster public confidence.
4. Assure recognition by other institutions of learning.
5. Assist in determining the effectiveness of schools.

Section 22.1-253.13:3.B. of the Code of Virginia requires that the Board of Education promulgate regulations establishing standards for accreditation.

The statutory authority for these regulations is delineated in Section 22.1-19 of the Code of Virginia that includes the requirement that the Board of Education shall provide for the accreditation of public elementary and secondary schools in accordance with regulations prescribed by it.

PART I.
PROCEDURES FOR ACCREDITATION

§ 1.1. Reports and Accreditation Status.

A. Schools shall be accredited biennially. In the interim year following one in which a full accreditation process is conducted, the principal and superintendent shall certify to the Department of Education that each school continues to meet standards reported as met in the previous year and shall submit information on actions taken to correct any warnings or advisements cited in the previous year. The principal of each school shall submit as required school accreditation reports, through the division superintendent, to the Department of Education. Report forms will be provided

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by the Department of Education. Failure to submit the reports on time will constitute grounds for withholding accreditation.

B. Information included in the reports, as well as that obtained through other records and through visits by Department of Education personnel or other designated representatives of the Board of Education, will be used to determine the accreditation status of each school in accordance with tolerances approved by the Board of Education. Schools will be accredited, accredited with advisement, or accredited with a warning, depending on the extent of existing deficiencies. Each school division shall develop by July first of the next school year a written corrective action plan, acceptable to the Board of Education, for any school that is accredited with a warning. A school division not implementing the approved corrective action plan as specified for any such school will lose accreditation status for that school and will be in violation of state law. No school in the warned category shall be permitted to maintain accreditation for more than one year.

C. The Board of Education may require immediate corrective action or change of accreditation status whenever significant deficiencies are reported by representatives of the Department of Education. Schools that lose their accredited status shall be considered for reaccreditation when subsequent reports and visits by Department of Education personnel reveal that prescribed standards are being met. The local school board shall review annually in public session the implementation of accreditation standards.

D. A school with the number of deficiencies that would place it in the warned status will not be accepted for initial accreditation.

§ 1.2. Application of the Standards.

A. These standards shall become effective beginning with the 1992-93 school year. Graduation requirements for students shall be those in effect at the time the student entered the ninth grade. The last high school attended by the student during regular session shall award the diploma or certificate unless otherwise agreed by the principals of the two schools.

B. These standards apply to schools for all grade levels, K-12, as listed below:

1. Schools with grades K-5 shall meet elementary school standards;
2. Schools with grades 6-8 shall meet middle school standards;
3. Schools with grades 9-12 shall meet secondary school standards.

C. Schools with grade patterns other than those listed above shall meet elementary, middle, or secondary school standards as determined by the Department of Education.

D. Standards that are not appropriate to special education or to vocational and alternative programs housed in separate facilities will not be applied so long as state regulations governing services to the students enrolled are met.

E. In keeping with provisions of the "Standards of Quality," and in conjunction with the six-year plan of the division, each school shall prepare and implement a biennial school plan which shall be available to students, parents, staff and the public. Each biennial school plan shall be evaluated as part of the development of the next plan. Except for the biennial school plan, written divisionwide plans available in and applicable to each school may be used to satisfy all other written plans required in these standards.

F. Experimental and innovative programs that are not congruent with accreditation standards shall be submitted to the Department of Education for approval prior to implementation. The request must include the purpose, objectives, anticipated outcomes, outline, length, and evaluation procedures for the programs which have been recommended by representatives of faculty, staff, administration, and parents and approved by the local school board. However, no program may be approved which violates the provisions of "Standards of Quality."

PART II.
SCHOOL AND COMMUNITY RELATIONS

§ 2.1. Interaction with Parents and Community.

Each school shall promote interaction with the community and foster mutual understanding in providing a quality educational program through:

1. Involving parents, citizens, community agencies and representatives from business and industry in developing, disseminating and explaining the biennial school plan, on advisory committees, in curriculum studies, and in evaluating the educational program.

2. Maintaining a close working relationship between the school and other community agencies that provide services to students.

3. Cooperating with business and industry in formulating educational programs and conducting joint enterprises involving personnel, facilities, training programs, and other resources which shall be included in the biennial school plan.

4. Encouraging and supporting the establishment of a parent-teacher association or other rganization and working cooperatively with it.

PART III.
PHILOSOPHY, GOALS, AND OBJECTIVES

§ 3.1. Requirements for Philosophy, Goals, and Objectives.

Each school shall have current philosophy, goals, and objectives that shall serve as the basis for all policies and practices, and shall be developed using the following criteria:

1. The philosophy, goals, and objectives shall be developed with the advice of professional and lay people who represent the various populations served by the school and shall serve as a basis for the biennial school plan.

2. The school's philosophy, goals and objectives shall be consistent with the Standards of Quality and those of the school division.

3. The philosophy, goals, and objectives shall be based on a current needs assessment.

4. Among the objectives those for students shall be stated in terms of student outcomes including knowledge, skills, abilities, and attitudes.

5. The school staff and community representatives shall review biennially the philosophy, goals, and objectives of the school and shall revise them as needed.

6. Copies of the school's philosophy, goals and objectives shall be available upon request.

PART IV.
INSTRUCTIONAL PROGRAM

§ 4.1. Program of Instruction

Each school shall provide a program of instruction that is in keeping with the abilities, interests, and educational needs of students and that promotes individual student achievement. Instruction shall be designed to accommodate all students, including those with disabilities, those identified as gifted/talented and/or those who have limited English proficiency. Students with disabilities shall have the opportunity to receive a full continuum of education services, in accordance with the "Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia" and other pertinent federal/state regulations.

§ 4.2. Instructional Program in Elementary Schools.

A. Each elementary school shall provide each student a program of learning experiences organized to meet the needs of early childhood and shall provide instruction in the following disciplines:

Art
Health
Language Arts
Mathematics
Music
Physical Education
Science
History and Social Sciences

B. In grades K-3, communication (reading, writing, spelling, listening, and speaking), and mathematics shall be the core of the program.

C. Students who are unable to read the materials necessary for instruction with comprehension shall receive additional instruction in reading.

§ 4.3. Instructional Program in Middle Schools.

A. Each middle level school shall provide each student a program of learning experiences organized to meet the needs of early adolescence and each school shall provide instruction in the following disciplines:

Art
Health
Language Arts
Mathematics
Career and Vocational Exploration
Foreign Language
Music
Physical Education
Science (Laboratory)
History and Social Sciences

B. The eighth grade shall provide a minimum of eight offerings: five in academic areas (language arts, mathematics, science, history and the social sciences, and foreign language), one in health and physical education, one in fine arts, and one in career and vocational exploration. Level one of a foreign language shall be available to all eighth grade students.

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§ 4.4. Instructional Program in Secondary Schools.

A. Each secondary school shall provide each student a program of learning experiences organized to meet the needs of adolescence and shall offer opportunities for students to pursue a program of studies in several academic and vocational areas. These shall include the following:

1. Vocational education choices that prepare the student as a vocational program completer in one of three or more occupational areas and that prepare the student for technical or pre-professional post secondary programs;

2. Course work and experiences that prepare the student for college-level studies including access to at least two Advanced Placement courses or two college-level courses for credit; and

3. Preparation for Scholastic Aptitude Tests.

B. Minimum course offerings for each secondary school, grades 9-12, shall provide that students can meet the graduation requirements stated in this document and must include:

Academic Subjects		23
English	(4)	
Mathematics	(4)	
Science (Laboratory)	(4)	
History and Social Sciences	(4)	
Foreign Language	(3)	
Electives	(4)	
Vocational Education		11
Fine Arts		2
Health and Physical Education		2
Total Units		38

C. When health and physical education are taught as a combination class, at least 40 percent of the instructional time shall be devoted to health education. Classroom driver education may count for 36 class periods of health education. Students shall not be removed from classes in required courses other than health and physical education for the in-car phase of driver education.

D. The social sciences offering shall include at least one half unit in economics.

§ 4.5. Standard Unit of Credit.

The standard unit of credit for graduation shall be based on a minimum of 150 clock hours of instruction. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 150 hours of instruction provided. If a school division elects to award credit on a basis other than the standard unit of credit, the locality shall develop a written policy approved by the superintendent and school board which ensures:

1. that the content of the course for which credit is awarded is comparable to 150 clock hours of instruction; and

2. that upon completion, the student will have met the aims and objectives of the course.

§ 4.6. Summer School Program.

The summer school program shall be equal in quality to the program offered during the regular school term.

A. Credit for repeated work ordinarily will be granted on the same basis as that for new work. With prior approval of the principal, certain students may be allowed to enroll in two repeat subjects to be completed in not less than 75 clock hours of instruction per unit of credit.

B. Summer school instruction which is provided as part of a remedial program shall be designed to improve specific identified student deficiencies.

§ 4.7. Elective Courses.

Locally developed elective courses offered for credit toward high school graduation shall be approved by the division superintendent and school board. When suitable course code numbers for reporting purposes cannot be found in the *School Administrators Handbook of Course Codes and Endorsement Codes*, they will be assigned, upon request, through the Department of Education.

§ 4.8. Opportunities for Postsecondary Credit.

Beginning in the middle-school years, students shall be counseled as to opportunities for beginning postsecondary education prior to high school graduation. Students taking advantage of such opportunities shall not be denied participation in school activities for which they are otherwise eligible. Wherever possible, students shall be encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit, under the following conditions:

1. prior written approval of the high school principal for the cross-registration must be obtained;

2. the college must accept the student for admission to the course(s); and

3. the course(s) must be given by the college for degree credits (hence, no remedial courses will be accepted).

Schools that comply with this standard shall not be penalized in receiving state appropriations.

§ 4.9. College Preparation Program.

Each middle and secondary school shall provide for the early identification and enrollment of students in a college preparation program with a range of educational and academic experiences in and outside the classroom, including an emphasis on experiences that will motivate disadvantaged and minority students to attend college.

§ 4.10. Standard School Year and School Day.

A. The standard school year shall be 180 days. The standard school day for students in grades 1-12 shall average at least 5 1/2 hours, excluding intermissions for meals and a minimum of 3 hours for kindergarten. School divisions may develop alternative schedules for meeting these requirements as long as a minimum of 990 hours of instructional time is provided for grades 1-12 and 540 hours for kindergarten. Such alternative plans must be approved by the local school board and by the Board of Education, under guidelines established by the Board of Education.

B. All students in grades 1-12 shall maintain a full-day schedule of classes (5 1/2 hours), unless a waiver is granted by the local superintendent of schools.

§ 4.11. Additional Reading Instruction.

Each school shall ensure that students who are unable to read with comprehension the materials necessary for instruction receive additional instruction in reading, which may include summer school.

§ 4.12. Writing Instruction.

Each school shall teach appropriate writing skills at every grade level culminating with a research paper in grade 11 or 12. Further, each student shall be required to make an oral presentation on the research paper before an adult and/or student audience.

§ 4.13. Teachers of Gifted Programs.

Each school shall provide students identified as gifted with instructional programs taught by teachers with special training or experience in working with gifted students.

§ 4.14. Computer Literacy.

By graduation, each student shall receive instruction designed to help him or her achieve computer literacy as outlined in *Computer Literacy for Students in Virginia* issued by the Department of Education.

§ 4.15. Family Life Education.

Each school shall implement the Standards of Learning for the Family Life Education program promulgated by the Board of Education or a Family Life Education program consistent with the guidelines developed by the Board of Education.

§ 4.16. Homebound Instruction.

Homebound instruction shall be made available to students who are confined for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist. For students eligible for special education and/or related services, the Individualized Education Program committee must revise the IEP, as appropriate. Credit for the work shall be awarded when it is done under the supervision of a certified teacher,

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a person eligible to hold a Virginia certificate, or other appropriately licensed professional, employed by the local school board.

§ 4.17. Correspondence Courses.

Students may enroll in and receive credit for supervised correspondence courses in subjects not available to them through the school's schedule with prior approval of the principal. Credit shall be awarded for the successful completion of such courses when the work is done under the supervision of a certified teacher, or a person eligible to hold a Virginia certificate, approved by local school authorities.

§ 4.18. Homework Policy.

Homework shall be governed by a written school board policy developed with the advice of parents and teachers.

§ 4.19. Materials and Equipment.

Each school shall provide a variety of materials and equipment to support the instructional program.

§ 4.20. Extracurricular Activities.

School-sponsored extracurricular activities shall be under the direct supervision of the staff and shall contribute to the educational objectives of the school. Extracurricular activities must be organized to avoid interrupting the instructional program. Extracurricular activities shall not be permitted to interfere with the student's required instructional activities. Extracurricular activities and eligibility requirements shall be established and approved by the superintendent and the school board. Activities which help a student meet the objectives of the course may be considered part of the instructional program and thus they are not considered extracurricular activities; however, these activities must not interfere with instruction in other courses.

§ 4.21. Varsity Sports at the Elementary Level.

Competitive sports of a varsity nature (scheduled league games) shall be prohibited as a part

of the elementary school program.

PART V.
INSTRUCTIONAL LEADERSHIP

§ 5.1. Role of Principal

The principal shall be responsible for instructional leadership and effective school management that promotes positive student outcomes, including achievement of individual students. As part of this responsibility, the principal shall ensure the development and implementation of the biennial school plan, approved by the superintendent. The principal shall:

1. Work to create an atmosphere of mutual respect and courtesy and the staff shall make every effort to achieve it.

2. Establish and include in the teachers' handbook procedures to protect instructional time from interruptions and intrusions.

3. Include in the biennial plan the use of teacher assistants, volunteers, part-time instructors, and technology to assist teachers.

4. Limit the regular school day to teaching and learning activities.

5. Monitor and evaluate the quality of instruction and provide for in-service training, professional assistance and support designed to improve instruction.

6. Analyze information on student outcomes, including achievement, and incorporate plans for improvement into the biennial school plan.

7. Be responsible for using the resources of the community and for involving parents and citizens in the educational program.

8. Recognize and reward the scholastic achievements of students.

9. Maintain records of dropouts, including actions taken to prevent students from dropping out of school and their reasons for leaving school, and be responsible for the development and implementation of a program, as a part of the biennial school plan, designed to reduce the number of students who drop out of school which shall include:

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a. Alternative programs with emphasis on basic skills for students who are not successful in regular instructional programs;

b. Interviews with potential dropouts and with students who are dropping out of school and counseling services that motivate students to stay in school;

c. Contact with parents of potential dropouts; and

d. Other activities deemed appropriate by local school authorities.

10. Develop, with the advice of parents and appropriate professionals, a written procedure for referring for treatment students identified as involved in substance abuse.

11. Maintain and disseminate a current student handbook of policies and procedures that includes the school division's standards of student conduct and procedures for enforcement, along with other matters of interest to parents and students.

12. Maintain records of receipts and disbursements of all funds handled. These records shall be audited annually by a professional accountant approved by the local school board.

13. Maintain a current record of certification, endorsement, and in-service training of the staff.

PART VI.
DELIVERY OF INSTRUCTION

§ 6.1. Role of Staff.

A. The staff shall be responsible for providing instruction that is educationally sound in an atmosphere of mutual respect and courtesy, which is conducive to learning and in which all students are expected to achieve. The staff shall:

1. Serve as models for effective oral and written communication with special attention to correct use of language and spelling.

2. Strive to strengthen the basic skills of students in all subjects.

3. Establish teaching objectives to achieve the following:

a. Identify what students are expected to learn;

b. Inform students of the learning expected and keep them engaged in learning tasks;

c. Enable the teacher to spend the maximum time possible in the teaching/learning process by keeping to a minimum disruptions, clerical responsibilities, and the time students are out of class.

4. Provide for individual differences of students through the use of varied materials and activities suitable to their interests and abilities.

5. The staff shall assess the progress of students and report promptly and constructively to them and their parents.

§ 6.2. Acceptable Student Behavior.

The staff shall define acceptable student behavior and develop a system of discipline that minimizes disruption without demeaning the student responsible for the behavior, consistent with the policies of the local school board. These school-level policies shall be distributed to each student and the student's parent or guardian.

§ 6.3. Guidance and Counseling.

Staff shall establish a broad-based process for determining the particular guidance and counseling needs of students and for planning how best to meet these needs. Guidance and counseling shall be provided for all students as needed to achieve the following:

1. Ensure that individual curriculum planning is provided at the middle and secondary level to assist each student in selecting appropriate and challenging courses;

2. Provide opportunities for parents, teachers, and other adults to participate in planned activities that encourage the personal, social, educational, and career development of students;

3. Provide employment counseling and placement services to furnish information about employment opportunities available to students graduating from or leaving school;

4. Provide for the coordination of a testing program that includes orientation to test-taking, use of test data, and the interpretation and use of student records data;

5. Provide for the evaluation of the guidance program by the principal, counselor(s), staff, and parents;

6. Ensure that at least 60% of the time of each member of the guidance staff shall be devoted to counseling of students;

7. Ensure that each student has a program of studies each year that contributes to meeting graduation requirements.

§ 6.4. Library Media Services.

The staff shall organize the library media center as the resource center of the school and provide a unified program of media services and activities for students and teachers before, during, and after school. The library media center shall have the following:

1. An average monthly circulation of print and nonprint materials equal to at least 70% of the school membership;

2. A schedule that provides for library media center use by all students;

3. A written policy for the selection, evaluation, withdrawal, and disposal of all instructional materials purchased by the school division, with clearly stated procedures for handling challenged, controversial materials;

4. Cataloging of all library media in the school, which promotes accessibility and ease of retrieval, including a functional loan system, an annual inventory of materials and equipment, and a procedure for screening and discarding media;

5. An information file that reflects curriculum needs and contains pamphlets, clippings, pictures, and information about local resources;

6. A minimum of two complete sets of encyclopedias, one of which has been copyrighted within the last five years;

7. An unabridged dictionary and abridged dictionaries;

8. Newspaper subscription(s) providing daily, local, state, and national news;

9. Fifteen subscriptions to periodicals for elementary schools and 25 subscriptions for middle and secondary schools that are pertinent to the school program;

10. A current and accessible professional library in each school, or in a centralized instructional media center in the school division;

11. Materials such as prints, charts, posters, recordings (disc and tape), filmstrips, multimedia kits, models, study prints, slides, transparencies, videotapes, videodiscs, computer software, and maps and globes that are carefully selected to meet the needs of the instructional program;

12. Collection requirements (20% of which may be nonprint instructional material) for each library media center shall be as follows:

    a. Ten books per student in elementary schools;

    b. In middle and secondary schools, a basic collection of 1,000 well-selected titles. In schools with more than 150 students there shall be a minimum of seven books per student;

    c. Fifty percent of the minimum basic collection shall be available for circulation during the first semester in a new school.

13. Library media specialists involved with teachers and administrators in planning the school curriculum;

14. Functional equipment to support the use of audiovisual materials.

PART VII.
STUDENT ACHIEVEMENT

§ 7.1. Learning Goals.

Each school shall provide learning goals to be achieved by students at successive levels of development and shall continually assess the progress of each student in relation to these goals and the goals of education in Virginia as promulgated by the Board of Education.

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§ 7.2. Literacy Tests.

Students shall pass the literacy tests prescribed by the Board of Education in reading, writing, and mathematics in order to be promoted to the ninth grade except for identified handicapped students who are progressing according to the objectives of their individualized education program (IEP). Students transferring to a Virginia public school prior to the 9th grade shall also be required to pass the literacy tests in order to be promoted to the 9th grade. Students who are not promoted shall be enrolled in alternative programs leading to one or more of the following:

1. Passing the literacy tests;
2. High School Graduation;
3. General Educational Development (GED) Certificate;
4. Certificate of Program Completion; and
5. Job-entry skills.

§ 7.3. Requirements for Graduation.

A. These regulations elaborate the credit requirements of Standards of Quality Standard 4.C., which gives full diploma requirements.

B. To graduate from high school, a student shall pass all components of the Literacy Passport Test as required by the "Standards of Quality" and prescribed by the Board of Education and meet the minimum requirements for the 21-credit diploma outlined below for grades 9-12. Students who graduate with an average grade of "B" or better will receive a Board of Education Seal on the diploma.

Discipline Areas	Units of Credit
English	4
Mathematics	2
Laboratory Science	2
Math or Science	1
History and Social Sciences:	
Virginia and United States	

History,	1
Virginia and United States Government,	1
World Studies, (World Cultures, World History, or World Geography)	1
Health and Physical Education	2
Fine Arts or Practical Arts	1
Electives	6
Total Units of Credit	21

C. Math, Lab Science and Fine Arts and Practical Arts courses must be selected from a list of courses approved for graduation requirements by the Board of Education. Only one year of a course in general mathematics may be used to meet the mathematics requirement. The single credit in Math or Science must be selected from a list of courses approved for graduation requirements by the Board of Education or, as an alternative, this requirement may be met by completing an appropriate sequence of courses in vocational education or Junior Reserve Officer Training Corp (JOROTC).

D. Each secondary school shall offer as an elective for students, an Advanced Studies Program which requires a minimum of 23 units of credit as outlined below for grades 9-12. Students who graduate with an average grade of "B" or better and successfully complete at least one advanced placement course (AP) or one college-level course for credit will receive a Governor's Seal on the diploma.

Discipline Areas	Units of Credit
English	4
Mathematics	3
Laboratory Science	3
History and Social Sciences :	
Virginia and United States History	1
Virginia and United States Government	1
World Studies (World Cultures, World History, or World Geography)	1
Foreign Language	3

(3 years of one language or 2 years each of 2 languages)	
Health and Physical Education	2
Fine Arts or Practical Arts	1
Electives	4
Total Units of Credit	23

1. To earn an Advanced Studies Diploma, students must complete a mathematics sequence that includes Algebra I and two courses above the level of Algebra I, and a science sequence that includes units of credit in at least three of the following subjects: the earth sciences, Biology, Chemistry, and Physics.

2. Fine Arts or Practical Arts courses must be selected from a list of courses approved for graduation requirements by the Board of Education.

E. When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the units required for graduation.

F. Students who are graduating from a secondary school, and do not intend to continue their education shall have identified marketable skills. Effective 1994-95, students who are graduating from a secondary school, and do not intend to continue their education shall have completed a vocational program.

G. Students completing graduation requirements in a summer school accredited under these standards shall be eligible for a diploma. The last school attended by the student during the regular session shall award the diploma unless otherwise agreed upon by the principals of the two schools.

§ 7.4. Transfer of credits.

A. A secondary school shall accept credits received from other accredited secondary schools, including summer schools, special sessions, schools accredited through the Virginia Council for Private Education, and educational programs operated by the state. Credit also shall be accepted for courses satisfactorily completed in accredited colleges and universities when prior written approval of the principal has been granted.

B. Records of transferred students shall be sent directly to the school receiving the student upon request of the receiving school in accordance with the provisions of the "Management of the

Student's Scholastic Records in Virginia."

C. The transcript of a student who graduates or transfers from a Virginia secondary school shall show that a minimum of 21 units of credit courses in grades 9-12 are required for graduation.

D. Students transferring into a Virginia school division shall be required to earn 21 units of credit or the equivalent for graduation. Each student's prior record shall be evaluated to determine the number and content of additional credits required for graduation. Specified courses normally taken at lower grade levels shall not be required, provided the student has completed the courses required at those grade levels by the school division or state from which he or she transferred. Students transferring from states not giving credit for health and physical education shall not be required to repeat these courses.

PART VIII.
STAFFING

§ 8.1. Staff Required.

A. Each school shall have the required staff with proper certification and endorsement. The following shall be the minimum staffing according to type of school and student enrollment:

Position	Elementary	Middle	Secondary
Principal	1 half-time to 299 1 full-time at 300	1 full-time	1 full-time
Assistant Principal	1 half-time at 600 1 full-time at 900	1 full-time each 600	1 full-time each 600
Librarian	Part-time to 299 1 full-time at 300	1 half-time to 299 1 full-time at 300 2 full-time at 1,000	1 half-time to 299 1 full-time at 300 2 full-time at 1,000
Guidance Counselors	1 hour per day per 100 1 full-time at 500 1 hour per day additional time per 100 or major fraction	1 period per 80 1 full-time at 400 1 additional period per 80 or major fraction	1 period per 70 1 full-time at 350 1 additional period per 70 or major fraction

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Clerical	Part-time to 299 1 full-time at 300	1 full-time and 1 additional full-time for each 600 beyond 200 and 1 full-time for the library at 750	1 full-time and 1 additional full-time for each 600 beyond 200 and 1 full-time for the library at 750

B. A combined school, such as K-12, shall meet at all grade levels the staffing requirements for the highest grade level in that school. This requirement shall apply to all staff, except the guidance staff, and shall be based on the school's total enrollment. The guidance staff requirement shall be based on the enrollment at the various school organization levels as defined in these regulations.

C. The principal of each middle and secondary school shall be employed on a twelve-month basis.

D. Each secondary school with 350 or more students and each middle school with 400 or more students shall employ at least one member of the guidance staff for 11 months.

E. Middle school teachers with a seven-period day may teach 30 class periods per week, provided all teachers with more than 25 class periods per week have one period per day unencumbered of all teaching and/or supervisory duties.

F. The secondary classroom teacher's standard load shall be no more than 25 class periods per week. One class period each day, unencumbered by supervisory or teaching duties, shall be provided for every full-time classroom teacher for instructional planning. Teachers of block programs with no more than 120 student periods per day may teach 30 class periods per week. Teachers who teach very small classes may teach 30 class periods per week, provided the teaching load does not exceed 75 student periods per day. If a classroom teacher teaches 30 class periods per week with more than 75 student periods per day (120 in block programs) an appropriate contractual arrangement and compensation shall be provided.

G. Middle or secondary school teachers shall teach no more than 750 student periods per week; however, physical education and music teachers may teach 1,000 student periods per week.

H. Each school shall report the extent to which an unencumbered lunch is provided for all classroom teachers.

I. The number of students in special and vocational education classrooms shall comply with regulations of the Board of Education.

J. Pupil personnel services, including visiting teachers/school social workers, school psychologists, and guidance counselors, shall be available to all students as necessary to promote academic achievement and provide assistance in preventing dropouts and substance abuse.

§ 8.2. Alternative Staffing Plan.

At the discretion of local school authorities, an alternative staffing plan may be developed which ensures that the services set forth in these standards are met. Any alternative staffing plan shall be submitted to the Department of Education for approval. An alternative staffing plan that reduces the number of staff positions will not be acceptable.

PART IX.
BUILDINGS AND GROUNDS

§ 9.1. School Plant.

The school building shall accommodate an educational program that will meet the needs of the students and ensure the health and safety of students and staff as follows:

1. The school site and physical plant shall be accessible, barrier-free, safe, clean, and free from excessive noise and other distractions, and shall be adequate in size to meet the needs of the students enrolled.

2. Each school shall prepare and adhere to a written procedure for vehicular traffic control designed to promote safe and prompt movement of students, staff, and visitors.

3. Each school shall have a written procedure to follow in emergencies. The plan shall be outlined in the student handbook and discussed with staff and students during the first week of each school year.

4. All exit doors in a school shall be equipped with panic bars that are usable while the building is occupied.

5. Records shall be maintained to show that fire drills are held once a week during the first month of school and at least once each month for the remainder of the school term. Evacuation routes for students shall be posted in each room.

6. The principal shall be responsible for providing a safe environment to include:

a. conducting one fire inspection during each semester in accordance with regulations contained in the *Fire Inspection Guide for Schools*.

b. Prohibiting fund-raising activities that involve elementary students in door-to-door solicitation and so state in the student handbook.

c. Implementing a written procedure to be followed when students or staff are injured or become ill and keep documentation of all injuries that occur at school and on school buses.

d. Ensuring that staff knowledgeable in safety procedures such as cardiopulmonary resuscitation (CPR), Heimlich maneuver, and basic first aid are available.

e. Implementing a written procedure for responding to violent, disruptive or illegal behavior by students including possession of a weapon or illegal substance on school property or during a school sponsored activity.

f. Implementing a written procedure for ensuring the integrity of the building against unauthorized intruders.

7. Each school shall have provisions for the proper outdoor display of the flags of the United States and of the Commonwealth of Virginia.

8. Each school plant shall have a maintenance and housekeeping program designed to ensure a healthful and pleasant learning environment.

9. The administrative unit shall have space for a principal's office, secretarial assistance, and record storage.

10. Suitable space shall be made available for student personnel services.

11. The library media center shall have adequate space to provide for the collection and circulation of instructional materials, and adequate seating for group activities.

12. Adequate, safe, and properly-equipped laboratories shall be provided to meet the needs of instruction in the sciences, computer, fine arts, and vocational programs.

13. Each school shall have appropriate areas and facilities for the physical education program offered. Secondary schools shall have locker rooms and showers.

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14. Adequate and properly-equipped classroom space shall be provided.

15. The school plant and grounds shall be kept safe and clean with the responsibility for the care of buildings and grounds shared by staff and students.

16. Space shall be provided for the proper care of students who become ill.